

START-UP GRANT PROPOSAL – ST. HOPE PUBLIC SCHOOL 7

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Proposed Name of Charter School: **St. HOPE Public School 7**
Proposed Joint Applicant: **Sacramento City Unified School District**
Authorized Public Chartering Agency's CD Code: **34-67439**

In its twelve years of existence, St. HOPE Academy (SHA), an after-school education program located in the Sacramento neighborhood of Oak Park, has helped young people rise above their community's high rates of poverty, crime, violence and academic failure. Members of SHA

have defied Oak Park's discouraging statistics, graduating from high school and finding employment, with many students going on to higher education.

Nevertheless, SHA is continually seeking better ways to address the needs of at-risk youth. In particular, SHA Founder and former NBA All-Star, Kevin Johnson, has always dreamed of going beyond after-school support and opening an extended day school. On January 22, 2002, Mr. Johnson and his charter school development team, known collectively as the Task Force, submitted their charter petition for St. HOPE Public School 7 (PS7) to Sacramento City Unified School District Superintendent, Dr. Jim Sweeney. With the creation of the School, the Task Force aims to provide the highest standard of education to youth in Oak Park and to train young people to become leaders.

The enclosed start-up grant describes PS7 Task Force members' track record of success with SHA and articulates a vision of schooling that offers expanded options for educationally disadvantaged students. It delineates an innovative, standards-based educational program that will enable PS7 to: sustain excellent teaching and learning; achieve measurable pupil outcomes; and implement a variety of means to assess student progress, including State of California assessment and accountability programs.

The application narrative describes how PS7's educational program, business capacity, and collaboration and networking strategies will be interdependent and mutually supportive. It also outlines the specific steps that the Task Force has already taken toward developing a strong charter petition and those that they continue to take toward designing and opening a school focused on improving academic achievement and sustaining meaningful educational innovation. The Task Force is strong and focused, and they will utilize an evaluation plan to guide and modify their steps and ensure that goals are achieved. The attached budget covers the activities proposed in the grant application.

Over the past twelve years, students, parents, educators and community members have joined together at St. HOPE Academy to build a sense of possibility and renewal in Oak Park. PS7 and its supporters will take this sense of possibility and renewal to the next level.

VISION

St. HOPE Public School 7 (PS7, the School) will provide students in kindergarten through eighth grade with the skills and training necessary to become contributing members of their school, family and community. PS7 will be a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics and citizenship. Students will participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule. The School's service learning curriculum will provide hands-on experience in community building and focus on revitalization of the surrounding Oak Park community in Sacramento. The School's ultimate goal will be to graduate self-motivated, industrious, critically thinking students who are passionate about learning and committed to

service. PS7 students will be well prepared for high school, higher education, employment and acceptance of their rights and responsibilities as citizens in a democratic society.

Before PS7's educational program is outlined in this application, the PS7 developers, known collectively as the Task Force, will describe their track record of helping educationally disadvantaged students meet academic State content standards and their understanding of the students PS7 is seeking to serve.

In 1989, Sacramento native and up-and-coming NBA All-Star, Kevin Johnson created St. HOPE Academy (SHA), an after-school education program located in Mr. Johnson's hometown of Oak Park. Mr. Johnson's dream was to help Oak Park's young people rise above their community's high rates of poverty, crime, violence and academic failure. Indeed, the students who attend SHA, and those who will likely attend PS7, live in a community of bleak statistics. Oak Park has the highest rate of violent crime in Sacramento, and students are continually exposed to the presence of gangs and drug commerce. The demographics of the four Oak Park elementary schools show that in 2000-01, 41% of students were designated as English Learner students, 54% were participants in CalWORKS, and 87% qualified for the Free and Reduced Price Lunch Program. Virtually all (97%) of SHA students come from minority and/or disadvantaged backgrounds, live with a single parent or guardian, and lack stable role models with the time and energy to encourage academic and personal achievement.

At-risk students begin kindergarten with markedly lower reading and mathematics skills than do more advantaged children, a gap that persists throughout their education.¹ In fact, when they enter SHA in second grade, many students are already one to two grade levels behind their peers in the development of their language arts skills. Last year, only 26% of students from the local elementary schools attended by SHA students scored at or above the 50th percentile on a national math exam. Furthermore, students whose parents did not attend college have a reduced chance of going on to higher education.² 95% of SHA students' parents did not attend college.

Despite these sobering statistics, numerous studies have found that after-school programs can effectively address students' academic, recreational and cultural needs, especially when the programs insist on structure.³ In particular, a 1994 study⁴ investigated the effect of after-school programs on low-income students. Focusing mostly on African-American students, this study found that students in formally structured programs "spent significantly more time on academics and enrichment lessons and significantly less time watching television or engaging in unorganized activities outdoors. They also spent significantly more time with adults and doing

¹ U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2001*, NCES2001-072, Washington, DC: U.S. Government Printing Office, 2001. 19.

² U.S. Department of Education, National Center for Education Statistics. xxx-xxxi.

³ Bronfenbrenner, U. (1986) Alienation and the four worlds of childhood. *Phi Delta Kappan*, 67, (6) 430, 432-36. Summary of study results by Pierce, Hamm, & Vandell in the Review of Extended Day and After-School Programs and their Effectiveness, Olatokonbo S. Fashola, Johns Hopkins University, Report No. 24, October 1998.

⁴ Posner, J.K., & Vandell, D. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65 (2), 440-56.

activities with adults.” SHA provides such a structured environment to the young people of Oak Park.

In the fall of 2000, SHA introduced the “Help One Student to Succeed” (HOSTS) structured mentoring program in language arts for students in second through eighth grades. HOSTS is a kindergarten through high school, research-based program that pairs students with mentors as partners in learning. Currently operating in more than 1,000 schools across the country, HOSTS has won prestigious awards for improving student academic performance and self-esteem and generating more parental and community involvement in a cost-effective manner.⁵ Carefully aligned with academic State content standards, HOSTS targets each student’s specific areas of need, thus avoiding the pitfalls of “one size fits all” lesson plans.

The addition of Language Arts HOSTS to SHA’s program produced quantifiable results. In 2000-2001, students who started out below grade level in reading increased their reading level by an average of 2 grades. Equally inspiring were the changes that parents and teachers noticed in their students’ attitudes toward reading. In the fall of 2001, SHA rounded out its structured academic offerings by implementing the HOSTS program in mathematics. Like Language Arts HOSTS, Math HOSTS uses exercises in critical thinking and basic skills to improve students’ test scores while increasing their self-confidence.

These encouraging results demonstrate past success in offering training and instruction that is standards-based and presents expanded options to educationally disadvantaged students. Indeed, SHA’s role in fostering change has been recognized at both the local and national levels. *The Sacramento Bee* has featured several articles on SHA over its twelve-year history, the most recent of which appeared on the front page of the December 3, 2001 edition. “Kevin Johnson’s Back with Even Bigger Plans” not only profiled Mr. Johnson’s success with SHA but also introduced the Sacramento community to PS7. President George Bush named Mr. Johnson the 411th of his “1000 Points of Light” for his work at SHA and, more recently, SHA was selected as one of 300 “promising practices” identified by President Bill Clinton’s Initiative on Race.

Nevertheless, SHA is continually seeking better ways to address the needs of at-risk youth. In particular, Mr. Johnson and SHA staff have long felt the need to go beyond after-school support and open an extended day school. Not only will a charter school increase the number of youth SHA serves (SHA will continue to operate at the School site), but it also will help alleviate the burden of overcrowding currently facing other public schools in the Oak Park area.

Assembling a team comprised of long-time friends and employees, Mr. Johnson created the Task Force to build a charter school in Oak Park. All members of the Task Force have a specific talent and/or skill required for the creation of a charter school. This carefully assembled group shares Mr. Johnson’s belief that the most significant social issue facing the 21st century is

⁵ HOSTS has been endorsed by the U.S. Department of Education, the U.S. Secretary of Education, the National Council of Teachers of English, the National Center for Dropout Prevention and the U.S. Department of Justice.

education. As such, with the creation of PS7, they will not only make a difference in the lives of children who often have no voice but also leave a legacy for future generations.

In addition to Mr. Johnson, the Task Force is comprised of key St. HOPE personnel who, deeply rooted as they are in St. HOPE “culture,” will ensure that St. HOPE’s traditions, customs and “way of life” permeate PS7. These key members are: Ms. Lori Mills, the Head of SHA and one of the original authors of SHA’s vision and mission statements; Ms. Christine Firpo, SHA’s Academic Director; Mr. Herinder Pegany, the HOSTS Support Specialist who oversaw the implementation of HOSTS at SHA and provides on-going staff development; Mr. Kevin Hiestand, SHA’s legal counsel for eight years and a recently appointed member of the Board of Directors (the Board); Mr. Tracy Stigler, President of St. HOPE Development Company (SHDC), a community development corporation that develops, owns and manages commercial and residential real estate properties, brings businesses and jobs to Oak Park and offers well-maintained, affordable housing options to residents; and Ms. Nicole West, Public Relations Manager of St. HOPE Corporation (SHC), a non-profit community development corporation revitalizing inner-city communities through the creation and expansion of economic, educational and social opportunities.

Task Force members’ previous successes with SHA include not only the academic results noted above, but also fundraising, maintaining donor relations, achieving annual balanced budgets, assembling a diverse, productive Board, and overseeing and administering a \$2.5 million endowment campaign. Their experiences have prepared them to design a community-based learning environment as well as attract support from outside resources.

EDUCATIONAL CAPACITY

In its initial year of operation, PS7 will serve students in kindergarten through sixth grade. PS7 will adopt a year-round educational calendar. Resources permitting, in the 2009-2010 school year, the School plans to add a seventh grade class and in the following year an eighth grade class. Also, based on available resources, PS7 will add an on-site pre-kindergarten program as soon as it is feasible.

Two co-directors (referred to as Co-director 1 and Co-director 2) will serve as the PS7 administrative team. Co-director 1 will oversee the financial and managerial aspects of PS7 administration. Co-director 1 will also serve as the primary ambassador for PS7 with respect to public and community relations. Co-director 2 will supervise PS7 teaching staff and will be responsible for professional development, teacher training, and using assessment data to guide instruction. Both co-directors will possess leadership abilities and a comprehensive educational vision that is consistent with the School’s mission and educational program, as well as experience related to their areas of responsibility.

All PS7 students have the right to graduate from the School having been empowered with the highest levels of academic and life skills. It is expected that these academic and life skills will

give PS7 students the tools to meet the educational, professional and personal challenges of the 21st century. To meet the diverse needs of the PS7 student body, the School will provide:

Standards: The California State Board of Education has established “rigorous world-class” content and performance standards (1997-1999). PS7 students and staff will be held accountable for these “rigorous world-class” standards in the core disciplines (English/language arts, mathematics, science, and history/social science). Every student, teacher, and parent associated with PS7 will become intimately familiar with these standards. Grade-level appropriate standards will be clearly articulated and posted in every classroom.

Life Skills: In addition to gaining proficiency in academic skills, PS7 students will also acquire life skills that will provide a meaningful connection to their world outside of the School. Unfortunately, school and the “real world” are often disconnected for many students. As a result, they may perceive the educational process as nothing more than an exercise in obtaining “useless” information. The PS7 Life Skills curriculum will enable students to apply classroom learning in meaningful contexts within the real world. Life skills will also equip students to participate fully and positively in society.

Instructional Programs: In order to empower students to meet rigorous standards, teachers must be given the best possible instructional tools to deliver standards-based instruction to students. Presently, PS7 is scrutinizing several research-based instructional programs including America’s Choice, Core Knowledge and Waldorf. The Task Force’s goal is to complete its research and adopt an instructional program for all core subjects by the end of February 2002. At this point in time, the Task Force can confidently state that the instructional program eventually adopted by PS7 will provide a systematic approach for all teachers to teach and students to acquire the mandatory skills that will lead to mastery of grade-level standards. The instructional program will be aligned with State content standards for English/language arts, mathematics, science, and history/social science.

Instructional Strategies: Students will be given opportunities to learn academic and life skills from teachers, parents, classmates and caring community members. Effectively meeting the needs of a diverse student population requires a firm belief in and implementation of several key strategies:

- Low Student-Teacher Ratios: Class-size reduction will be in effect in all classrooms. Enrollment will be limited to 18 students in the primary grades (K-3), and 20 students in the intermediate grades (4-6). Studies have shown that minority and disadvantaged students benefit disproportionately from small class sizes in the early grades.⁶
- Intensive Staff Development: Staff development will be a critical process for cultivating high quality teachers, developing teaching strategies, accessing the latest research on

⁶ U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2001*, NCES2001-072, Washington, DC: U.S. Government Printing Office, 2001. 64.

teaching and learning, sharing ideas with other teachers, and lesson-planning with grade-level peers. The primary job responsibility of Co-director 2 will be staff development. Time will be regularly set aside for the purpose of teacher training and collaboration.

- Individualized Learning Plans: Students are unique individuals with specific needs and they flourish when they receive instruction that is tailored to their specific needs. Assessments (standardized, diagnostic/criterion-referenced, rubrics, portfolio, etc.) will inform and drive instruction. Student needs and progress will be continuously monitored to provide the most-informed instruction.
- Differentiated Instruction: Instruction will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, cooperative groups, project-based learning).
- Community-Based Learning: PS7’s service learning curriculum will provide hands-on experience in community building and focus on revitalization of the surrounding Oak Park community through a partnership with SHDC.
- Extended Day: Individualized after-school HOSTS tutoring in language arts and math will be provided for students who are in need of extra assistance.
- Parent Education and Participation: Students whose parents are involved in their education generally have higher grades and test scores, better attendance, more consistently completed homework, higher graduation rates and greater enrollment in postsecondary education.⁷ PS7 parents will be actively involved in the education of students. For example, PS7 will develop a home-school literacy partnership. Parents will also have opportunities to increase their literacy and parenting skills through classes offered during and/or after school.

Measurable Pupil Outcomes: PS7 will adhere to the rigorous content and performance standards for the core subject areas (English/language arts, mathematics, science, and history/social science) as set forth by the California State Board of Education. Students will be expected to master age-appropriate or grade-level skills as outlined by the California content standards for the four major subject areas.

Core Academic Skills:

- English/Language Arts: Students will demonstrate proficiency in listening, speaking (including presentation skills), reading (decoding, fluency and comprehension) and writing skills.
- Mathematics: Students will develop fluency in basic computational skills; develop an understanding of mathematical concepts; become mathematical problem solvers who can recognize and solve routine problems readily and find ways to reach a solution or goal

⁷ The National PTA. *Building Successful Partnerships*. Bloomington: National Education Service, 2000. 12.

where no routine path is apparent; communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms; reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses; and make connections among mathematical ideas and between mathematics and other disciplines.

- Science: Students will develop an understanding of the utility of scientific research and inquiry methods. Students will also understand the major concepts behind the various branches of science.
- History/Social Science: Students will gain an appreciation and an understanding of how historical events and people affect the present and the future. Students will also learn the responsibilities of being a member of a culturally diverse society.

Life Skills: Students will develop and demonstrate the following life skills: **communication**: the ability to listen, speak, read and write as appropriate to the intended audience in school, at home, or in the community; **cooperation**: the ability to work productively with school peers, family members and community members to complete assigned projects; **critical thinking**: the ability to form a reasonable opinion on matters that require the active assessment and comparison of data, such as those contained in newspapers, election material and other material available and pertinent to socially aware citizens; **caring and respect**: the ability to accept and demonstrate kindness and appreciation for cultural, linguistic and socio-economic differences among classmates and community members; **citizenship**: the ability to plan and implement a project in service to the School and the larger community; **conflict resolution**: the ability to resolve differences in opinion in a civil and fair manner; **responsibility**: the ability to maintain the highest personal standards in studies, character development and citizenship; **study skills**: the ability to utilize note-taking strategies, questioning strategies, library research skills and test-taking strategies; and **technology literacy**: the ability to make effective and responsible use of technology to enhance learning and academic performance.

Methods to Assess Pupil Progress Toward Meeting Outcomes: PS7 will utilize multiple measures to assess pupil progress toward meeting stated outcomes and goals and annual growth. The knowledge gained from each assessment tool will inform and enlighten student instruction.

- STAR Program: As clearly outlined by California Charter School laws, PS7 will participate in the California Standardized Testing and Reporting (STAR) Program. Beginning in grade 2, PS7 students will be assessed using the Stanford Achievement Test, Ninth Edition, Form T (SAT-9). In 1999, the STAR Program “augmented” the SAT-9 with test items so that this norm-referenced assessment more closely aligns with the content standards adopted by the California State Board of Education. Hence, PS7 students taking this “standardized” assessment will have an opportunity to show to what degree they have mastered grade-level content standards.

The goal is for PS7 students to show annual growth in each of the assessed content areas of the SAT-9. The School will gauge student growth on the California Standards Test portion of the SAT-9 by using Performance Standards (Levels) for the core academic disciplines (English/language arts, mathematics, science, and history/social science). As established by the State Board of Education, the goal is to have all students achieve at or above the Proficient performance standard (level). Finally, PS7 will meet academic growth goals as outlined by the Academic Performance Index (API), which is the cornerstone of California's Public Schools Accountability Act (PSAA).

- Rubrics: PS7 will develop rubrics to assess student proficiency in writing. These rubrics will align with State content standards for writing. Furthermore, PS7 will develop rubrics to gauge student attainment of the skills taught in the Life Skills curriculum.
- Criterion-Referenced: PS7 students will be given appropriate criterion-referenced assessments to pinpoint specific "learning gaps" in each student's reading and mathematics skills. The School will utilize the HOSTS reading and math diagnostic assessments to help deliver individualized and developmentally-appropriate instruction in the classroom and in tutoring sessions.
- Continuous Progress: PS7 students' progress in reading and math will be consistently assessed. The adopted instructional program for the core academic subjects will provide weekly and unit assessments. In addition, PS7 will utilize the Jerry Johns Basic Reading Inventory and the HOSTS Math Placement Inventory to ensure further that every student receives timely, developmentally-appropriate and meaningful instruction.

Special Education: PS7 is well aware of the importance of special education to the Sacramento City Unified School District (SCUSD, the District) and the education community at large. No child will be excluded from PS7 because of his/her particular special education needs. PS7 will work to contract with SCUSD staff to provide any required special education services to the School's pupils. Where such assistance from the District is not practical, PS7 understands that it is the School's obligation to secure such services as may be required by the student's Individualized Education Program.

BUSINESS CAPACITY

PS7 will constitute itself as a California Public Benefit Corporation pursuant to California law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The PS7 Board of Directors (the Board) will establish and approve all major educational and operational policies, approve all major contracts, approve the School's annual budget and oversee the School's fiscal affairs, and select and evaluate administrative staff.

The Board will have bi-monthly meetings held in accordance with the Brown Act. An integral role of the Board shall be to provide a means by which everyone in the PS7 community can have input in identifying problems and implementing solutions to meet the School's goals. The Board shall also facilitate the annual performance audits of the School and shall participate in the dispute resolution procedures of the School as necessary.

A finance committee of the Board will oversee the financial management of PS7. The committee will be comprised of the treasurer and three other individuals with financial management, accounting and/or school finance experience. Members of the finance committee will not be required to sit on the Board with the exception of the treasurer. The committee will meet monthly to review the financial statements. Included in this review will be budget versus actuals analysis, which will facilitate the maintaining of targeted revenues and expenses. Detailed explanations for any variances between actual and budgeted spending will be provided. The committee will serve as the audit committee for selection of the auditors. The overall responsibility of this committee will be to oversee the budget and financial management of the School to ensure its financial stability and recommend and report to the Board.

Co-director 1 will be responsible for authorizing purchases and expenditures as detailed in the budget. Any extraordinary or non-budgeted expenditure will require approval from the finance committee of the Board. Check disbursements over \$500.00 will require two signatures. The authorized signers will be the treasurer, Co-director 1 and one additional Board member. Payroll will be contracted through a payroll service. The controller for SHC will prepare the financial statements, necessary subsidiary ledgers and handle all record keeping. Sufficient internal controls will be in place to ensure the integrity of the accounting records.

PS7 will have an Advisory Council comprised of PS7 parents and educators. The Advisory Council will provide input to the Board through the co-directors on the operations of the School, staff, teachers and students. It will also review and provide input on policies and procedures for expulsions, curriculum, fundraising and governance. The Advisory Council will include the elected President of the Parent Council (see below), a representative of the School, one or both of the co-directors and such other persons as may be necessary to accomplish its tasks. The policies and procedures of the Advisory Council will be developed within the first semester and shall include procedures for dispute resolution involving students, parents and staff.

PS7 parents should feel that their voice and participation at the School influence the development of the School and its components. Parents will have the opportunity to participate in a variety of meaningful ways at the School site and their presence on campus and assisting teachers in the classroom is most important.

In order to ensure significant parent involvement, the School will have a standing Parent Council within the Parent Association. (All parents or guardians of PS7 students will be members of the Parent Association, whose sole purpose is to support the vision and mission of PS7.) The Parent Council is the organization responsible for involving parents in the activities of the School for the purpose of strengthening the PS7 community. The Parent Council (whose by-laws will be

developed during the first semester) will consist of a president, vice-president, secretary, treasurer, parent volunteer coordinator, and a class representative from each class/grade. All parents and guardians will be encouraged to attend Parent Council Meetings.

The most important qualifications for PS7's fifteen classroom teachers will be: (1) commitment to developing the academic potential of all PS7 students; (2) demonstrated competency in subject matter they will be teaching; (3) proficiency in instructional practices relevant to diverse populations; (4) familiarity with or willingness to be trained in different learning styles and the School's curriculum sequence; and (5) willingness to work hard, take responsibility and exercise leadership for the School as a whole. It is the intent of PS7 to recruit staff and personnel actively in the most open, fair manner possible. All position announcements will be posted in both local and state-wide educational publications. In addition, positions will be advertised in local print media outlets, such as classified ads.

To attract students, PS7 will implement broad-based, aggressive recruitment methods that include, but are not limited to the following: District-wide advertising of the School's program, policies and procedures; distribution of promotional and informational materials in a variety of languages; and outreach efforts to specific populations via neighborhood groups, community organizations, churches and other leadership organizations. Students will be considered for admission without regard to ethnicity, national origin, gender, disability, achievement level or place of residence. The main attribute that PS7 will seek from each student and his/her family is a strong desire to attend a school that emphasizes high academic achievement and promotes community involvement through service-learning projects that focus on improvement of the surrounding Oak Park neighborhood.

PS7 will be granted the exclusive use of the property and facility known as the John Muir Annex that is located at 5201 Strawberry Lane in Sacramento. This campus was opened in 1958 on approximately 7.5 acres. There are currently 13 classrooms and 4 portables. PS7 and the District shall enter into a lease agreement with standard terms, and specifying that the School shall pay rent of \$1 per year or an amount that shall be deemed to be "substantially rent-free." The lease shall also specify that the District is responsible for all major maintenance at a level comparable with major maintenance services provided for similar facilities and that the School is responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance and utility costs.

COLLABORATION AND NETWORKING STRATEGIES

The Task Force has relied heavily on the support of teachers, parents, students and the greater Sacramento community in the decision to open a charter school as well as the development of PS7's charter petition. SHA parents and students were surveyed regarding interest in a charter school in Oak Park and the results showed unanimous encouragement. Task Force members met with District Superintendent Sweeney and the principals from the four Oak Park elementary schools to discuss PS7 and the current state of overcrowding in Oak Park schools. They established that support for a charter school in Oak Park was unequivocal.

Every Task Force member has a team, comprised of eight to fifteen elementary and high school teachers, college professors, parents, local business leaders, and SHA graduates, with whom they communicate on a regular basis. In their areas of experience and expertise, team members consistently provide input and guidance on the development of PS7.

Once open, the School will rely heavily on partnerships to support teaching and learning and the overall mission of the School. PS7's service learning curriculum will provide hands-on experience in community building and focus on revitalization of the surrounding Oak Park community through a partnership with SHDC. PS7 will also benefit from its affiliation with SHA, which will provide services such as after-school HOSTS tutoring at the School. Currently, fifteen "America Reads" work-study students from California State University Sacramento (CSUS) act as mentors to SHA students and PS7 will not only continue but expand this relationship with "America Reads."

PS7 will further profit from SHC's promising new collaborative venture with CSUS. This alliance includes charter school support in an assortment of areas including curriculum development, learning outcomes assessment and program evaluation, as well as early outreach programs, such as parent awareness workshops.

Other key organizations with whom PS7 will partner include the St. HOPE Guild Theater, a non-profit organization that promotes opportunity and awareness in the arts and serves as an arts catalyst through community produced and professionally presented multi-dimensional, cultural and generational works; and the St. HOPE Neighborhood Corps, a two-year fellowship designed to attract recent college graduates committed to teach in inner-city neighborhoods.

PS7 has a strong line of communication with SCUSD. In addition to monthly meetings between PS7 Task Force members and the Chief Financial Officer of SCUSD, Ms. Laura Bruno, Mr. Johnson and Superintendent Sweeney have met on four separate occasions and have signed a mutually agreed upon non-binding letter of understanding in order to formalize an unsurpassed collaborative effort between a charter school developer and SCUSD.

VIABILITY OF THE CHARTER SCHOOL PROPOSAL

As described above, PS7's educational program, business capacity, and collaboration and networking strategies will be interdependent and mutually supportive. The Task Force has not only developed a strong charter petition, but they are also designing a school focused on improving academic achievement and sustaining meaningful educational innovation. A strong and focused team, the Task Force meets weekly and members communicate daily in a facilitated, collaborative effort to build a strong foundation for PS7. As of Sunday, January 20, 2002, Task Force members have spent 1,626 hours working on the School. This exceptional effort is allowing them to move at an accelerated pace toward their goal of opening PS7 in the fall of 2002. Below is an overview of each member's areas of responsibility in the formation of PS7 and his/her educational background:

- Kevin Johnson. Charter School Development, Planning and Communications. B.A. (Political Science) University of California, Berkeley, 1987.
- Lori Mills. Instruction and Assessment; Charter Petition. B.A. (Social Sciences) University of California, Berkeley, 1986.
- Herinder Pegany. Instruction and Assessment. B.A. (Liberal Studies) California State University, Stanislaus, 1994; Multiple Subjects Teaching Credential, Chapman University, 1995; M.A. (Teaching of English to Speakers of Other Languages) California State University, Stanislaus, 1999.
- Nicole West. Staffing and Personnel. B.A. (Psychology) Stanford University, 1996; M.A. (Educational Technology) Pepperdine University (online), degree to be conferred summer 2002.
- Christine Firpo. Students and Parents. B.A. (English Literature) Georgetown University, 1988; M.A. (English Literature), San Francisco State University, 1996.
- Kevin Hiestand. Legal and Organizational. B.A. (Journalism) University of Oregon, 1987; Juris Doctorate, University of Oregon, 1991.
- Ryan Muramoto. Finance and Operations. B.S. (Managerial Economics) University of California, Davis, 1987.
- Tracy Stigler. Facilities and Real Estate. B.A. (Accounting) Arizona State University, 1992; Juris Doctorate, Arizona State University, 1996.
- Celia Yniguez. Community and Public Relations. B.A. (World Arts and Cultures), University of California, Los Angeles, 1988; M.A. (Urban Planning), University of California, Los Angeles, 1990.

GRANT PROJECT PROPOSAL

Below is a list of the specific steps the Task Force and their team members followed in the development of the charter petition and those they are currently following as they prepare to open the School. Also included is an evaluation plan for each of four phases: “Initial Planning; On-going Planning; Initial Implementation; On-going Implementation.” As noted in the timeline, “Phase I: Initial Planning” items will be completed by the grant start date and many “Phase II: Ongoing Planning” and “Phase III: Initial Implementation” activities will happen concurrently. In “Year 1” of the attached Budget Sheet, PS7 is asking for funding for “Phase II: On-going Planning” activities. In “Year 2” of the Budget Sheet, PS7 is asking for funding for “Phase III: Initial Implementation” activities. In “Year 3” of the Budget Sheet, the School is asking for funding for “Phase IV: On-going Implementation” activities.

Phase I: Initial Planning (October 2001 – January 2002)

- Assess the status of education in the community.
- Investigate the community’s and the District’s receptivity and support for a charter school.
- Establish the Task Force.

- Determine the required components of the charter application and obtain a thorough understanding of negotiation and potential appeals processes.
- Develop a detailed plan and timeline listing all planning tasks to be accomplished.
- Begin researching curricula.
- Prepare outline of comprehensive School design plan.
- Oversee site inspection of existing John Muir School and review SCUSD's assessment for compliance with federal, state and local laws.
- Begin petition process.
- Review legal issues and education law.
- Research additional funding sources and develop plan for fundraising efforts.
- Initiate community partnerships and alliances.
- Complete the charter petition and all charter school documents and applications.
- Prepare a 5-year budget.
- Submit charter petition to SCUSD.
- Present and defend the charter in front of SCUSD Board.

Phase I: Evaluation

- Preliminary comprehensive School design plan is completed.
- Charter petition is approved.
- Task Force's performance in Phase I is assessed.

Phase II: Ongoing Planning (January – June 2002)

- Develop a detailed plan and timeline listing all tasks to be accomplished prior to School opening.
- Prepare a facility plan that includes designing and furnishing the following: resource room (technology and library facilities), classrooms, playground equipment and administrative offices. The plan will include improvements for compliance with federal, state and local laws.
- Investigate current and pending state and federal laws and procedures to ensure School is in compliance.
- Recruit and hire one co-director and one support staff.
- Develop comprehensive School design plan including learning objectives, School accountability plan and detailed instructional program.
- Conduct a review of current public school educational practices and support services, as well as select best practices among public and private schools.
- Formalize community partnerships and alliances.
- Refine the 5-year budget.
- Prepare formal operating agreements with SCUSD, including but not limited to: operations, facility lease and support services.
- Refine School governance and administrative structure, including organization charts.
- Send two representatives to the annual federal Charter Schools National Conference.

Phase II: Evaluation

- Co-director and support staff are hired.
- Comprehensive School design plan is complete and includes community partnerships as a component of the educational curriculum.
- Facility plan is completed.
- PS7 complies with current state and federal laws and procedures.
- All agreements with SCUSD are executed.
- School governance and administrative structure is established.
- Task Force's performance in Phase II is assessed.

Phase III: Initial Implementation (January – July 2002)

- Implement facility plan.
- Prepare a staffing plan, including job descriptions, salary schedules and professional development objectives.
- Establish the Corporation, including the Board.
- Establish all educational and operational policies and seek Board approval.
- Establish policies and procedures referred to in the charter, including a) health and safety procedures; b) personnel policies; and c) student enrollment and discipline policies.
- Recruit and hire second co-director, teachers and additional support staff.
- Provide teacher training and development.
- Create a student handbook and a parent/student contract.
- Recruit and enroll students.
- Implement curriculum.
- Purchase office equipment and supplies and educational materials and supplies.
- Attend charter school and educational conferences and training.
- Monitor School budget.

Phase III: Evaluation

- Office equipment and supplies and educational materials and supplies are received.
- School is ready to open as scheduled with proper number of staff and students.
- Start-up costs are within budget projections.
- Task Force's performance in Phase III is assessed.

Phase IV: Ongoing Implementation (July 2002 – August 2003)

- Open the School.
- Monitor support services, including fiscal support (accounting, budget, payroll, audit, purchasing), transportation, food service, insurance, staff benefits, telecommunications, legal counsel, custodial services, etc.

- Purchase additional equipment, supplies, and curriculum and instructional resources.
- Install technology.
- Transition the School's governance structure from the initial start-up stages to a policy-making and oversight governance.
- Establish and/or continue relationships with organizations, community groups, parent groups and volunteers.
- Provide teacher training as necessary.
- Send two representatives to the annual federal Charter Schools National Conference.
- Establish the Parent Association and the Parent Council.
- Monitor School budget.
- Monitor and evaluate comprehensive School design plan.
- Conduct annual financial audit.

Phase IV: Evaluation

- School governance structure functions efficiently.
- The teachers, administration, parents, students and volunteers are surveyed regarding applicable elements of the comprehensive School design plan and changes to policies and procedures are made as necessary.
- Support services are evaluated and modified as necessary.
- The School is opened on time with the projected number of students.
- Operating costs are within School budget projections.
- Student and School outcomes are achieved.

CONCLUSION

SHA, SHC, SHDC, and PS7, known collectively as “St. HOPE,” have emerged as dynamic forces in the revitalization of Oak Park, working closely with local schools, universities, businesses and social service organizations to help open pathways toward success for members of the community.

The Task Force and its supporters deem this grant project proposal reasonable and viable. The specific steps that have already been taken toward developing the charter petition and those that continue to be taken toward opening PS7 are closely tied to the realization of the School's educational program and to the development of a powerful charter school. A strong project evaluation plan will guide and modify the project and ensure that PS7's goals are achieved. The attached budget covers the activities proposed in the grant application. The Task Force appreciates your consideration of this request for funding that will help St. HOPE continue to make a difference in the lives of young people.

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM Budget Sheet and Narrative

Proposed Expenditures

For Start-up Grants:

Proposed Name of Charter School: **St. HOPE Public School 7**

For Implementation and Dissemination Grants:

Name of Charter School: _____

CDS Code - -

Account Codes	Description of Expenditures	Year 1	Year 2	Year 3
1000 Series - Certificated Personnel Salaries		\$ 12,500	\$ 25,000	
Subtotal for 1000 Series		\$ 12,500	\$ 25,000	
2000 Series - Classified Personnel Salaries				
	Administration & Staff	\$ 5,834	\$ 5,834	
Subtotal for 2000 Series		\$ 5,834	\$ 5,834	
3000 Series - Employee Benefits				
	Administration & Staff			
Subtotal for 3000 Series				
4000 Series - Books and Supplies				
	Instructional Materials & Books			\$ 127,500
	Office Supplies			\$ 9,600
	Furniture, Fixtures and Equipment	\$ 22,666	\$ 138,882	
Subtotal for 4000 Series		\$ 22,666	\$ 138,882	\$ 137,100
5000 Series - Services and Other Operating Expenditures				
	Conferences	\$ 4,000		\$ 4,000
	Training & Development		\$ 25,284	\$ 58,900
	Advertising/Brochures	\$ 1,000	\$ 1,000	
	Legal	\$ 4,000	\$ 4,000	
Subtotal for 5000 Series		\$ 9,000	\$ 30,284	\$ 62,900
6000 Series - Capital Outlay				
Subtotal for 6000 Series				
7000 Series - Other Outgo				
Subtotal for 7000 Series				
GRAND TOTAL		\$ 50,000	\$ 200,000	\$ 200,000

BUDGET NARRATIVE

As noted in the application narrative, in anticipation of opening the School in the fall of 2002, “Phase I: Initial Planning” items (October 2001 – January 2002) will be completed by the grant start date. In addition, many “Phase II: Ongoing Planning” and “Phase III: Initial Implementation” activities will happen concurrently during the first half of 2002.

Year 1 of the budget covers “Phase II: Ongoing Planning” (January – June 2002). Year 1 grant funds will be used for activities related to planning and designing PS7’s educational program, including the hiring of one co-director and one support staff and the setting up of their offices. The co-director and support staff’s priorities will be to finalize the School design plan, specifically the learning objectives, accountability plan and detailed instructional program. Other responsibilities will include outreach to future staff and students and development of policies and procedures. Year 1 funds will also be used to send two representatives to the annual federal Charter Schools National Conference.

Year 2 of the budget covers “Phase III: Initial Implementation” (January – July 2002). Year 2 grant funds will be used for one-time costs associated with preparing to open the School. These include hiring the second co-director, teachers, and additional support staff as well as establishing the Corporation, including the Board. Other activities that will take place with Year 2 funds are: teacher training; the purchase of office equipment, instructional materials, books, classroom and office supplies; and the recruitment and enrollment of students.

Year 3 of the budget covers “Phase IV: On-going Implementation” (July 2002 – August 2003). Year 3 grant funds will be used for one-time costs associated with the first year of operating the School, such as the purchase of additional equipment, supplies, and curriculum and instructional resources, in addition to providing continued teacher training and installing technology. Year 3 funds will also be used to send two representatives to the annual federal Charter Schools National Conference.

The anticipated student enrollment is 300, which results in a per pupil cost of \$1,500.

The allocation of funds is consistent with and supportive of the School’s primary objectives including:

- A standard of excellence in academic achievement, ethics, and citizenship.
- Low student teacher ratios.
- Service learning curriculum.
- Intensive staff development.

Hiring the co-directors four and two months prior to opening will be critical to establishing the School’s internal infrastructure as well as the relationships with existing and future service

learning curriculum partners. Other funding priorities are books, instructional materials, supplies, furniture, equipment, and teacher training. Due to the low student-teacher ratio, a large proportion of the funding will be allocated to these needs.

Period	Budget Item
<i>Phase II: Ongoing Planning (Year 1)</i>	
<i>Phase III: Initial Implementation (Year 2)</i>	
April	<ul style="list-style-type: none"> • Hire one co-director and one support staff. • Purchase office equipment.
April-June	<ul style="list-style-type: none"> • Finalize School accountability plan and detailed instructional program. • Develop School policies and procedures. • Formalize partnerships and School (student and staff) marketing materials.
June	<ul style="list-style-type: none"> • Hire second co-director, teachers and support staff. • Establish the Corporation. • Attend NCS Conference.
June - July	<ul style="list-style-type: none"> • Provide teacher training. • Recruit and enroll students. • Purchase instructional materials, books, classroom and office supplies.
August	<ul style="list-style-type: none"> • Open School.
Phase IV: On-going Implementation (Year 3)	
August - July	<ul style="list-style-type: none"> • Provide teacher training, purchase instructional materials, books, classroom and office supplies. • Attend Conferences.